

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Regina C. Nadicksbernd

Official School Name Saint Mary Catholic School

School Mailing Address 110 Robinwood Drive

Fort Walton Beach

Florida

32548-5311

City

State

Zip Code 4 (9 digits total)

County Okaloosa

School Code Number* N/A

Telephone (850) 243-8913

Fax (850) 243-7895

Website/URL saintmaryschool.net E-mail principal@saintmaryschool.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Regina C. Nadicksbernd
(Principal's Signature)

Date 1-27-05

Name of Superintendent* Sister Mary Caplice, CND

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Pensacola-Tallahassee

Tel. (850) 432-1515

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Sister Mary Caplice
(Superintendent's Signature)

Date 1-27-05

Name of School Board

President/Chairperson Mrs. Margaret Rieter

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Margaret Rieter
(School Board President's/Chairperson's Signature)

Date 1-27-05

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: N/A Elementary schools
 Middle schools
 Junior high schools
 High schools
 Other
 TOTAL

2. District Per Pupil Expenditure: N/A
Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	9	18	27	7	18	17	35
K	18	22	40	8	14	10	24
1	14	27	41	9	N/A	N/A	N/A
2	21	22	43	10	N/A	N/A	N/A
3	20	18	38	11	N/A	N/A	N/A
4	28	14	42	12	N/A	N/A	N/A
5	21	24	45	Other	N/A	N/A	N/A
6	13	23	36				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							371

6. Racial/ethnic composition of the students in the school:
- 81 % White
8 % Black or African American
6 % Hispanic or Latino
5 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	29
(4)	Total number of students in the school as of October 1 (same as in #5 above)	371
(5)	Subtotal in row (3) divided by total in row (4)	.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: Less than 1%
3 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: French, Spanish

9. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 57

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %
25 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>7</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>16</u>	<u> </u>
Special resource teachers/specialists	<u>5</u>	<u>2</u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>2</u>	<u> </u>
Total number	<u>26</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio: 1:23
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	99%	98%	99%	96%	98%
Daily teacher attendance	97%	96%	97%	96%	95%
Teacher turnover rate *	10%	24%	27%	21%	26%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

*Saint Mary School is located in a mobile community with many teachers who are spouses of military personnel and this contributes to our teacher turnover rate.

PART III SUMMARY

Saint Mary Catholic School is located in Fort Walton Beach, Florida, and is part of the school system of the Diocese of Pensacola-Tallahassee. The school serves students from three counties along the Gulf Coast in the Florida Panhandle and has enjoyed an outstanding reputation throughout the community as a dynamic school of excellence since it began in 1946.

Saint Mary School is fully accredited by the Florida Catholic Conference and serves 371 students in Pre-K through 8th grade. Each school day our students work together, play together, and pray together. Our mission is a commitment to quality Catholic education and strives to develop each student's maximum potential spiritually, academically, socially, and physically. Our school community diligently imparts Catholic principles through instruction and example enabling students to find meaning and purpose for their lives and to enrich the lives of others. The faculty and staff are committed to work in partnership with our parents to help students achieve our mission.

Saint Mary School has a dedicated faculty and staff willing to go the extra mile to provide our students a quality Catholic education by striving to develop each student as a unique individual. We are challenged each day to educate the "whole child" by providing a positive learning environment and offering a challenging curriculum which accommodates individual student abilities and needs. We provide opportunities for mastery and application of developmentally appropriate skills. Our teachers know the importance of holding their students accountable for mastery and application of these skills, which will eventually assist students in becoming life long learners and responsible, contributing members of society. We are dedicated to helping each child achieve their maximum potential by placing emphasis on all spectrums of learning from enrichment to remediation. When necessary, each teacher creates a child specific curriculum which meets the academic needs of our diversified student population. Classroom assistants, AmeriCorps Members, a Title I technologist, and volunteers are available to help students one on one if the need arises. Individual Academic Improvement Plans are written for students who need an alternative approach in order to achieve success.

Saint Mary School has a quality academic program which promotes academic excellence and encompasses religion, language arts, math, social studies, science, music, technology, art, Spanish (grades 7 and 8), and physical education. Developmentally appropriate skills are interwoven with the Diocesan Curriculum and the Florida State Standards to achieve our goal of educating the "whole child."

The faculty and staff consists of an administrator, 21 full time teachers, two part-time teachers, a media specialist, two classroom assistants, two AmeriCorps Members, one Title 1 technologist, and a part time counselor. Pre-kindergarten through third grades are self-contained, averaging 23 students per class. Fourth through eighth grades are departmentalized with an average of 26 students per class.

Teachers who love teaching have students who love learning. Our highly dedicated faculty prides themselves in providing a quality program instilling Catholic traditions, a love for reading, critical thinking, the ability to apply math skills to daily living, and allowing opportunities for all students to strengthen their love for the humanities. As we provide a positive learning environment with a curriculum befitting the individual needs of our students, we are constantly challenged to ask ourselves, "Is what we do the best answer for our students?" Saint Mary School will continue achieving our goal of academic excellence as long as we answer in the affirmative to our challenge and keep our eye on our mission.

PART IV- INDICATORS OF ACADEMIC SUCCESS

1. Students at Saint Mary School in grades two through eight take the Iowa Test of Basic Skills (ITBS) published by Riverside Publishing Company. Third through eighth grades take the test in the fall each year, while second grade is tested in the spring. The purpose of the test is to assess progress of the school, each grade level, and each student. The data is then used to make instructional decisions about the school, classes, and individual students.

The overall school test results provide indicators for strengths and weaknesses for the school. Although the total area of reading and math may present a strength, the subgroups are analyzed to determine specific skill mastery. In the past five years we have used this method and made adjustments to the approach of reading and math.

The assessment data has been disaggregated by economically disadvantaged students since this subgroup comprises more than 10% of our total school population. This is the first year we have had over 10% of our students on the free and reduced lunch program. We are delighted the majority of our students in this subgroup have scored in the 60th percentile or higher in the areas of reading and math.

The 2004 fall scores indicate high academic performance prevailed at all grade levels. All grade levels scored in the top 10% of the nation in reading according to the criteria set forth by the No Child Left Behind-Blue Ribbon Schools Program. All but one, the fifth grade, were in the top 10% for math. Eighth grade, the highest grade tested, exceeds the defined criteria and provides the supporting data to qualify Saint Mary School for the No Child Left Behind-Blue Ribbon School Program.

No students were excluded from the ITBS testing, however during the testing period some students were absent and did not return within the allowed time to complete the test.

2. Saint Mary School uses the Iowa Test of Basic Skills to help make curriculum decisions. The results are analyzed to discern strengths and weaknesses in three different ways: school specific, class specific, and child specific. Teachers in each grade level analyze the data and write strategies for improvement. The test results provide data to determine the areas where students need practice to achieve mastery. By using data-driven information, the faculty implements alternative approaches to the curriculum.

Based upon the 2000 test analysis the school implemented strategies to strengthen the math curriculum. More emphasis was placed on computation and a direct instruction curriculum was piloted. The students who piloted the new approach achieved higher test scores and the program was implemented school wide the next year. The school has seen a constant rise in our math scores as a result of this new emphasis.

Test analysis has presented new challenges in the area of language. Scores in the area of vocabulary, spelling, and punctuation indicate a lower achieving level in comparison with our overall scores. The faculty has written and is implementing strategies for improvement with emphasis on these areas of language.

In order to address the specific areas of weakness, Saint Mary School has allocated funding to provide staff development, manipulatives for math, and support materials for language. Our goal is to change the approach to the curriculum and not the curriculum itself.

3. The school communicates student performance in a variety of ways. Conferences are held when requested by either the parent or the teacher throughout the year but are mandatory at the end of the first semester. At the semester conference the teacher communicates to the parents/guardians the student's performance on classroom assessment, portfolios, and accomplishment of goals. The teacher reviews the student's ITBS test results at this time for students in grades three through eight. The parent/guardian and the teacher write an Academic Improvement Plan (AIP) for students who fall below 40% in language, or math, or reading. The AIP is also written for students who have earned a below average grade (D or F) on the report card. The student is included in the conference when appropriate.

Power School, an administrative software program, has played a vital role in teacher-parent communication. The parent portal has allowed parents to view grades daily, e-mail concerns to individual teachers instantly, and receive prompt teacher response. Parent-teacher communication has soared allowing student academic growth to flourish.

The school sends a newsletter each month with updates on curriculum, the school's performance, and learning strategies for parents to implement with their children. The school's web site has information for parents and the community. Saint Mary School frequently has information published in School Scoops, a Monday morning column dedicated to information about schools in the local newspaper.

Saint Mary School shares its ITBS results along with the action plan for strengthening curriculum and instructional practices to improving student achievement in the church bulletin, its school newsletter, at School Advisory Council meetings and at Parent Teacher Organization meetings.

4. The Diocese of Pensacola-Tallahassee provides opportunities for Saint Mary School to share with other schools in the diocese through in-service programs, visitations, and principal meetings. This is a valuable network for our school with other schools in the system.

Saint Mary School enjoys a strong working relationship with the local school district. The principal belongs to the Okaloosa County Principal's Association and networks with principals in the local school district to share ideas and information about the school. Collaboration with the local school district has been invaluable in the evaluation of our students for possible exceptional student education for learning difficulties and for gifted education. The Okaloosa County School District provides services in speech, specific learning disabilities, and gifted classes for our students. The district provides transportation for our students to receive these services.

Saint Mary School has an on site Title 1 Tech assistant to work with students who need help to achieve the standards for each grade level in Kindergarten through fifth grades. Two AmeriCorps members work at the school to help students in the area of reading and language in grades K through 8. The Title 1 Tech and the AmeriCorps members are trained by the local school district and come to the school daily to work with students.

Pre-service teachers from the University of West Florida complete practicums and student teaching at Saint Mary School. These students observe and share with other schools in the county.

Part V Curriculum and Design

1. Saint Mary School teaches the curriculum set forth by the Diocese of Pensacola-Tallahassee. The curriculum is challenging and provides an avenue to develop the total child encompassing all disciplines including the arts.

Religious instruction is the building of a gospel-based learning community that works daily to understand each child as special. The program integrates content faithful to the teachings of the Catholic Church and encompasses awareness of Scripture, prayer, and the importance of service to others. We build upon family values and enable the Christ life to grow in each one, becoming all they can be as a citizen of this world and the next.

The **Language Arts** program uses basals and an ability tiered program with small group instruction. Enrichment, remediation, and reinforcement are provided in the daily routine. A comprehensive grammar program and Modern Language Association documentation style is taught in conjunction with research papers. Writing across the curriculum and the Accelerated Reading program are implemented throughout the school. A comprehensive language program enables students to communicate effectively orally and through the written word.

Mathematics is an incremental developmental program where students acquire proficiency in basic skills accomplished by an understanding of the processes involved. Consistency of instruction provides daily progress for both group and individual students. Grades five through eight have an honors math program for students needing more challenge.

The **Social Studies** prospectus encompasses character education, history, geography, economics, sociology, cultural diversity, and current events. Hands-on activities, creating and observing electronic presentations, researching and formulating individual projects, guest speakers, and field trips enhance all textbook presentations.

The **Science** curriculum includes earth, life, and physical science. Students actively engage in outdoor real-life experiences, participate in hands-on experiments and minds-on research which enhance textbook material. Critical thinking and use of the scientific method help to stimulate interest and curiosity in the minds of all our students.

The **Spanish** curriculum in grades seven and eight incorporates vocabulary, culture, history, geography, reading, and written expression. Emphasis is on communication skills.

The **Physical Education** curriculum offers a variety of activities and opportunities for physical development and an appreciation for participation in lifetime sports and fitness. The PE curriculum includes rhythmic activities, dancing, individual and team sports, and activities that promote physical fitness.

The **Music** curriculum is sequential and meaningful with varied learning experiences for all students and includes singing, listening, performing, composing/improvising, music history and music literacy.

The **Art** instruction program exposes students to various mediums and techniques in order to stimulate artistic achievement. Techniques taught include printing, drawing, painting, sculpture, mosaics, appliqué, weaving, collage, pen and ink, and pottery making. Art history and art appreciation are a vital piece of the curriculum.

The **Computer** curriculum (K-8) begins with keyboarding and basic graphics editing skills and builds incrementally with the addition of word processing, multi-media presentations, spreadsheets, and databases, culminating with web page hand-tagging using HTML. Networking, internet use, desktop publishing, and digital photography and image editing are incorporated into the computer curriculum to complement and enhance the basic skills. Technology is integrated throughout the curriculum utilizing the computer lab and machines in classrooms to enhance traditional areas of instruction.

2. Reading is the springboard from which all disciplines flow. At Saint Mary School we have made the commitment that every child has the right to learn to read and no child will be left behind.

Five years ago Saint Mary School was performing at an adequate level on the reading portion of the ITBS test but was not scoring near potential. Low achieving students were scoring below grade level, but the biggest problem was the more capable students were not achieving their ability level. For this reason the school began a new approach to reading.

A direct instruction reading program was placed in the Kindergarten classes. Students were allowed to move at their developmental readiness level. In grades one through three, total group instruction was replaced by small ability grouping to insure each child was taught at his/her developmentally appropriate level. The school purchased alternative basals to insure each child had materials to meet his/her needs. A direct instruction program was purchased for primary grade students who need a more linguistic approach. Each student who needs reinforcement in reading is paired with a tutor who reads one on one with the student. Precision teaching techniques are implemented to force fluency with the students.

Saint Mary School utilizes many different components for teaching reading to meet the multi faceted needs of our students. Some of these techniques are: basal readers and literature textbooks, direct instruction, reading recovery techniques, SAXON Phonics, novels, interdisciplinary units, precision teaching, Accelerated Reader, written approach to reading, word walls, phonemic awareness, and whole language.

3. Our mathematics is the second area relating to essential skills and knowledge attained by our students based on our mission. Over the past four years greater emphasis has been placed on the belief that students learn by doing. Our students learn mathematics not by watching or listening to someone else, but by doing the problems themselves. Students are taught and learn by incremental steps and continual practice. The teachable moments are more for individual student assistance and practice, than for large group instruction. Mastery is not expected in one lesson. With continual practice fundamental skills are built and maintained for daily life. Emphasis has been placed on building concepts and computational skills. In order to solve real world problems, students must be equipped with all the basic tools: concept recognition, computational skills, and confidence. Continual practice with problems designed to build concepts and techniques gives confidence to help produce capable problem solvers. Teachers are continually challenged to enable each student to advance to his/her greatest possible potential. Each one works to meet the child where he/she is and build confidence through continued daily practice both in the classroom setting and at home. Because of the receptiveness of concepts in each daily practice, any weakness can be detected early and individual assistance given for remediation. Progress has been reflected in our national testing scores.

Honors classes are provided from fifth through eighth grades for advanced students. This enables eighth grade students to take an algebra class prior to graduation. Extra math experiences through Sunshine

Math and Math Counts are afforded to students to continue building critical thinking skills. Both add to students' individual confidence and enjoyment of math.

4. The areas of reading, language, and math are monitored for each student on the ITBS. If a child scores below the 40th percentile in any of these areas, he/she are administered an alternative diagnostic assessment to confirm the level of achievement. Test data is collected through standardized testing and individual classroom evaluations. Resource teachers conduct student evaluations in the form of Gates MacGintie, Slossan Oral Reading Test, and Key Math. Language is evaluated through a writing assessment. The information is used at parent-teacher conferences to write an Academic Improvement Plan (AIP) for individual students as needed.

The classroom teacher, in collaboration with parents, is responsible for writing, overseeing and implementing the AIP. The Title I assistant, the AmeriCorps members, and tutors are possible support personnel to help specific students who are in academic need. Adaptations to the curriculum are identified and implemented to meet the specific needs of students. Materials are purchased as needed to support the (AIP) for each student who is not on grade level.

School-wide instructional changes based on the data are implemented by changing the approach to the curriculum with appropriate remediation areas of weakness. If deficiencies are school-wide, rather than individual, adjustments are made in curriculum presentation and textbooks.

Saint Mary School has implemented new instructional methods to improve student performance in reading and math. The performance levels have increased school wide.

5. Saint Mary School recognizes the importance of professional development and deem it an essential part of our school improvement plan. Professional training is a critical element in maximizing teacher competence and potential. We provide technology, core material, and faith based in-services, ensuring our teachers achieve our goal of educating the "whole child".

Staff Development topics presented are based on needs derived from test analysis, faculty discussions, grade level meetings, teacher observations, and individual teacher concerns. The administration actively institutes all government, state, and diocesan in-service mandates. The faculty analyzes the ITBS test scores, using the information to set up continuing education opportunities for teachers and formulating specific school-wide goals based on areas of concern or weakness. Funds have been allocated to allow teachers to attend in-services provided by the local school district, as well as state and national conferences.

Teachers visit other schools to observe teaching techniques. These visitations have proven to act as motivational tools encouraging our veteran teachers to learn new techniques and to implement new strategies

Technology training has opened Saint Mary School to the world with networking and the use of the administrative software of Power School. Our veteran teachers mentor our novice teachers, but in this case some of our novice teachers have actually been the primary mentors.

Educating the "whole child" would not be complete without training our students in socialization skills. The diocesan focus this year is keeping our children safe by teaching them avenues to use when they feel threatened or unsure in everyday situations, at school, at home, or in their community. In order to achieve this goal it is necessary to provide teachers with the appropriate training through staff development.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): **Florida Catholic Conference (FCC) and the National Catholic Education Association (NCEA)**

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes **X** No _____

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3,020</u> K	<u>\$3,020</u> 1 st	<u>\$3,020</u> 2 nd	<u>\$3,020</u> 3 rd	<u>\$3,020</u> 4 th	<u>\$3,020</u> 5 th
<u>\$3,020</u> 6 th	<u>\$3,020</u> 7 th	<u>\$3,020</u> 8 th	Other	<u>\$3820</u> Pre K	

4. What is the educational cost per student?
(School budget divided by enrollment) **\$3,741**
5. What is the average financial aid per student? **\$1,644**
6. What percentage of the annual budget is devoted to
scholarship assistance and/or tuition reduction? **9%**
7. What percentage of the student body receives
scholarship assistance, including tuition reduction? **20%**

PART VII - ASSESSMENT RESULTS

SAINT MARY CATHOLIC SCHOOL ASSESSMENT DATA FORM

Iowa Test of Basic Skills

Form A, 2004 Riverside Publishing

Scores are reported here as percentiles.

No students are excluded from the test.

	2004	2003	2002
Testing Month	November	October	October
GRADE 8			
Reading	81	78	75
Math	82	82	72
Number of Students Tested	24	24	32
Percent of Total Students Tested	100	100	100
Number of Students excluded	0	0	0
Percent of Students excluded	0	0	0
Subgroup Scores			
Low-Income Students			
Reading	54	67	54
Math	59	74	55
Number of Students tested	5	1	6
GRADE 7			
Reading	79	77	81
Math	83	78	78
Number of Students Tested	34	27	29
Percent of Total Students Tested	100	100	100
Number of Students excluded	0	0	0
Percent of Students excluded	0	0	0
Subgroup Scores			
Low-Income Students			
Reading	65	48	80
Math	79	37	67
Number of Students tested	3	4	3
GRADE 6			
Reading	85	76	79
Math	85	78	74
Number of Students Tested	36	34	31
Percent of Total Students Tested	100	100	100
Number of Students excluded	0	0	0
Percent of Students excluded	0	0	0
Subgroup Scores			
Low-Income Students			
Reading	65	67	75
Math	68	58	51
Number of Students tested	4	3	2

SAINT MARY CATHOLIC SCHOOL

ASSESSMENT DATA FORM

Iowa Test of Basic Skills

Form A, 2004 **Riverside Publishing**

Scores are reported here as percentiles

No students are excluded from the test.

	2004	2003	2002
Testing Month	November	October	October
GRADE 5			
Reading	73	85	81
Math	71	84	78
Number of Students Tested	44	41	47
Percent of Total Students Tested	100	100	100
Number of Students excluded	0	0	0
Percent of Students excluded	0	0	0
Subgroup Scores			
Low-Income Students			
Reading	64	67	72
Math	66	64	65
Number of Students tested	6	4	3
GRADE 4			
Reading	81	73	83
Math	81	67	81
Number of Students Tested	41	41	34
Percent of Total Students Tested	100	100	100
Number of Students excluded	0	0	0
Percent of Students excluded	0	0	0
Subgroup Scores			
Low-Income Students			
Reading	79	75	81
Math	73	70	83
Number of Students tested	4	7	3
GRADE 3			
Reading	81	78	72
Math	77	83	72
Number of Students Tested	38	42	45
Percent of Total Students Tested	100	100	100
Number of Students excluded	0	0	0
Percent of Students excluded	0	0	0
Subgroup Scores			
Low-Income Students			
Reading	65	62	77
Math	60	59	75
Number of Students tested	5	2	6

SAINT MARY CATHOLIC SCHOOL **ASSESSMENT DATA FORM**

Iowa Test of Basic Skills

Form A, 2004

Riverside Publishing

Scores are reported here as percentiles.

No students are excluded from the test.

	2004	2003	2002
Testing Month	March	March	March
GRADE 2			
Reading	81	69	89
Math	87	84	86
Number of Students Tested	41	43	40
Percent of Total Students Tested	100	100	100
Number of Students excluded	0	0	0
Percent of Students excluded	0	0	0
Subgroup Scores			
Low-Income Students			
Reading	86	95	97
Math	82	80	86
Number of Students tested	3	1	2